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DDI-01421/85

15 MAR 1985

DD/A REGISTRY
85-0946

MEMORANDUM FOR: Deputy Director for Administration

FROM : Robert M. Gates
Deputy Director for Intelligence

SUBJECT : Request for Deception Analysis Course

1. I request that the Office of Training and Education (OTE) design, develop and implement a training course on deception analysis. As you may know, the DCI has charged the Community to increase its level-of-effort on deception analysis across the board. This has included the preparation of a national intelligence estimate on Soviet deception and the establishment of new analytic elements. We established such an element in our directorate, the Foreign Intelligence Capabilities Group (FICG), two years ago. FICG has progressed to a point in its development where they now require a structured training program for their own analysts, and for others who will be working deception problems elsewhere in CIA and the Intelligence Community. We have polled other agencies, and find that currently there are only two other related training programs, both still in the planning stages. Air Force intends to offer a series of 3 day seminars for its photo interpreters later this year, and DIA is considering developing a course in conjunction with the Defense Intelligence School by the end of the calendar year. Neither will satisfy our current or projected needs. [REDACTED]

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2. I, therefore, request that you develop a one-week pilot course for 12 analysts, to be offered as soon as practical. After its first running, we should jointly assess its feasibility as a regular OTE course offering. Personnel from FICG and its contractors are available to help develop a curriculum, assist in teaching, and identify a student list. I understand that [REDACTED] of FICG, and Richards Heuer, an FICG consultant, have already held a series of preliminary discussions on these issues with [REDACTED] of OTE. [REDACTED]

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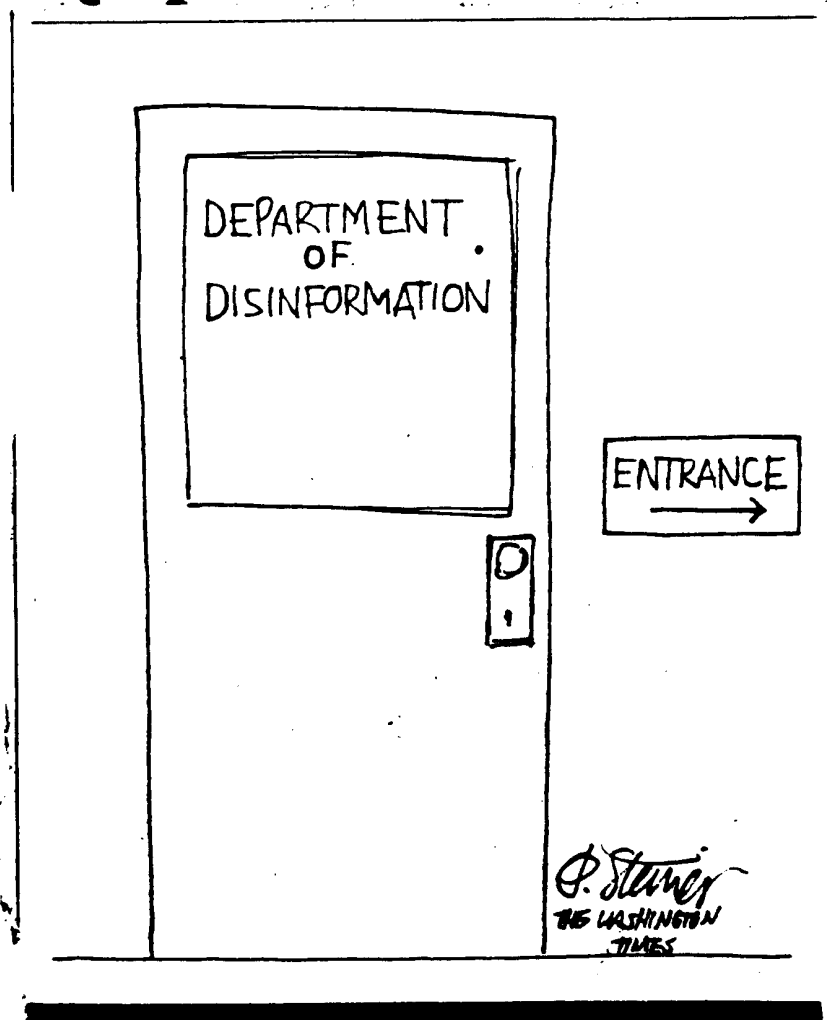
SUBJECT: Request for Deception Analysis Course

3. I recognize that this request adds a new burden to OTE's existing analyst training program, but I can assure you that it is needed and the Community's intelligence product will benefit from it. If you need further information please contact [redacted] C/FIOG, on secure [redacted] (U)

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[redacted]
Robert M. Gates

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COUNTER DECEPTION ANALYSIS COURSE (CDAC) OBJECTIVES

Raise the awareness of the student about the potential for all forms of deception

Teach analytically significant definitions of the most common terms used in Deception and Perception Management

Teach the student how to use the Analytic Counter- deception Plan in determining if deception is being practiced

Prepare the student for working counter deception problems in analytical components

Expose the student to elementary experience in deception planning

Experience the elementary conceptual processes involved in counter deception analysis

Inform the student of the Soviet organization for Deception and Perception Management

COURSE SCHEDULE - DAY 1 - At CoC

| | | Reference | STAT |
|---|--|----------------|------|
| 0845 - Introduction and Administration 0930 | | | |
| 0930 - Why D & PM is Important 0945 | | A(C) | |
| 0945 - BREAK 1000 | | | |
| 1000 - Deception and the NIE Process 1050 | | E(C) | |
| 1100 - Deception: Definition 1120 | | C(C) & E(C) | |
| 1120 - Deception Example: WW II 1145 | | | |
| 1300 - Deception: Blue Example 1415 | | | |
| 1415 - Blue Deception History 1450 | | | |
| 1500 - Deception: Actors & Organization 1550 | | D(C) | |
| 1550 - Assignments 1600 | | | |
| 1600 - CLASSIFIED READINGS | | | |
| Conference Postscript | | | |
| NIE 11 - 11 vol I pp 1 - 11. | | | |
| NIE 11 - 11 vol I pp 13 - 20. | | | |
| Soviet Theory & Practice pp 6-9 | | | |
| Two Categories of Deception | | | |
| Conference Paper by <input type="text"/> | | | STAT |
| Conference Paper by <input type="text"/> | | | |
| UNCLASSIFIED READINGS | | | |
| FRG pp. 24 - 42 | | | |
| pp. 43 - 68 | | | |
| pp. 124 - 146 | | | |

COURSE SCHEDULE - DAY 2 - away

0800 - Enroute
0945

Reference

0945 - Quick orientation, safe, bar, etc .
1000

STAT

1000 - Role Play: Blue Side (3 Teams)
1100

1100 - Teams Brief Role Playing Results
1130

1230 - Role Play: Red Side (3 Teams)
1400

C(C)

1400 - Three Teams Brief Role Playing Results Students
1430

1430 - Case Study: FRG (unclassified)
1500

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1500 - Three Teams Discuss Problems of Analysis
1530

1530 - Three Team Reports
1600

STAT

1900 - The Analytic Counter-Deception Plan
1930

K(U)
& K(U)

1930 - SIGINT Compromise
2000

C(C)
or C(C)

2000 - Directed Readings

STUDENT WORK PROBLEM E

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COURSE SCHEDULE - DAY 3 - away

| | | | |
|--|-------|-----------|----------------|
| 0830 - Red - Green Exercise 1000 | | Reference | STAT |
| 1015 - Guest Lecture: Tools and Techniques 1200 | | | N(U) |
| 1300 - Lecture: Analytical Approaches 1400 | | | |
| 1415 - Illustrative Problem A 1500 | | | |
| 1500 - Student Work Problem B 1600 | | | H(C) |
| 1900 - Team Briefings on Problem E 1930 | | | |
| | | | |
| | | | |
| 1930 - Critique 2000 | | | |
| 2000 - HUMINT Vulnerabilities Discussion 2030 | | | F(C) & G(C) |
| 2030 - Directed Reading | | | |
| STUDENT WORK PROBLEM D | | | |
| | | | |
| | | | |

COURSE SCHEDULE - DAY 4 - away

| | | |
|---|------------------|-----------------|
| 0830 - Lecture: Cognitive Analysis | | Reference: STAT |
| 1000 | | G(U) |
| 1015 - Guest Lecture the SOVA Perspective | | |
| 1130 | | |
| 1230 - Lecture: Alternative Analysis | | L(U) |
| 1315 | | : |
| 1315 - Illustrative Problem C | | |
| 1400 | | |
| 1415 - Student Exercise - Work Problem D | | I(C) |
| 1515 | | |
| 1515 - Team Briefings on Problem D | | |
| 1545 | | |
| | | |
| 1545 - Critique | | : |
| 1600 | | |
| 1600 - Vote on Teams for The Big Exercise | | |
| 1615 | | |
| 1900 - IMINT Compromise | | |
| 1930 | with comments by | |
| 1930 - Team Organization & Orientation | | |
| 2000 | | |
| 2000 - Read into The Big Exercise | Student Teams | J(C) |
| | . | K(C) |
| | . | L(C) |

COURSE SCHEDULE - DAY 5 - away

THE BIG PROBLEM

| | |
|------|---------------------------------|
| 0830 | Information/Analytical Approach |
| 1030 | Cognitive/Alternatives Approach |
| 1230 | Lunch |
| 1330 | Red Game the Solution |
| 1430 | Conclusions |
| 1530 | Prepare Briefing & Graphics |
| 1630 | Rehearse |
| 1730 | Depart for Club and Social Hour |
| 1830 | Dinner at the club |
| 1930 | Return to classroom |
| 2000 | Briefings & Guest Comments |
| 2100 | Informal Q & A |

COURSE SCHEDULE - DAY 6 - away

0830 - Feedback from Briefings
0900

Staff

0915 - Parallel Panels:
0945

Students

Are We Being Deceived?

What Would It Take For Them?

1000 - Panel Reports + Class Photograph
1030

1030 - Itemized Response: Back to Reality
1130

1130 - Course Evaluations & Outprocessing
1200

1300 Enroute by Bus

STAT